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ABSTRACT

The document focuses on the workings of PAR (Program Administrative Review), a method by which local education agencies (LEAs) and state operated programs (SOPs) in Utah can conduct ongoing self-evaluation and identify areas where additional efforts are needed to improve the quality of programs and services for handicapped children. It is explained that the information obtained through self-monitoring, combined with the information from on-site visits by the state staff, can ensure that each LEA/SOP has in place and is implementing policies and procedures that lead to the provision of a free, appropriate, public education for all handicapped children. Following a discussion of the PAR philosophy, a PAR process flowchart, and an explanation of the PAR process are appendixes with the following materials (making up the bulk of the document); document checklists, structured interview forms, summary forms, a final/interim report, and a negotiated action plan. (SBH)

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ARE YOU UP TO PAR?

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Program Administrative Review

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Bureau of Education for the Handicapped
U. S. Office of Education
Department of Health, Education and Welfare

PAR

(Program Administrative Review)

Developed by the Utah
Special Education
Program Administrative Review
Task Force

February, 1979

Special Education Section
Office of the Utah State Superintendent
of Public Instruction
and
The Southwest Regional Resource Center
Department of Special Education
University of Utah

The Philosophy of PAR (Program Administrative Review)

Most educators--whether in the classroom, the principal's office, the district office, the state department or the federal government--are interested in quality educational programs for students in the public schools. Both state and federal laws require the state education agency to monitor local programs for handicapped children and youth.* In order to assist local agencies in improving the quality of such programs, the Special Education Section of the Office of the Utah State Board of Education has developed PAR (Program Administrative Review). PAR provides the vehicle for structured on-site monitoring of Local Education Agencies (LEAs) and State Operated Programs (SOPs) by the state education agency. More importantly, PAR also provides a structured method for LEAs and SOPs to conduct ongoing self-evaluation, not only to ensure compliance with the laws, but also to identify areas where additional efforts are needed to improve the quality of programs and services for the handicapped.

The Special Education Section, in cooperation with representative LEA personnel and the Southwest Regional Resource Center, developed PAR to assist LEAs/SOPs to respond appropriately to the laws and to provide a mechanism for self-improvement. PAR structures the evaluation of local procedures at three levels:

a) incorporation of the procedures into policies;
b) dissemination of the procedures to staff and parents; and
c) implementation of the procedures on behalf of individual children.

These three levels are monitored through structured interviews with key program personnel and parents, and through structured analyses of policies and pupil records.

The LEA/SOP can utilize PAR forms and procedures to conduct self-evaluation, to strengthen identified areas, and to develop plans and commit resources based on objective information. The information obtained through self-monitoring, combined with the information from the on-site visit by the state staff, can ensure that each LEA/SOP has in place

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*The Rules and Regulations for Public Law 94-142 mandate that each state education agency assure the federal government that requirements of the law are fulfilled (Secs. 121a.600-602). The 1953 Utah Code Annotated, charges the Superintendent of Public Instruction to ". . . superintend the organization of such special programs and schools, and such other arrangements for special education and . . . enforce the provisions of this act" (Sec. 53-18-4). The Rules and Regulation for Programs for the Handicapped (Utah State Board of Education) is the vehicle for implementing the provisions of special education in Utah. Compliance with state and federal rules is essential for receiving program funding.

and is implementing policies and procedures that lead to the provision of a free, appropriate, public education for all handicapped students in Utah.

PAR was developed by the Utah Special Education Program Administrative Review task force:

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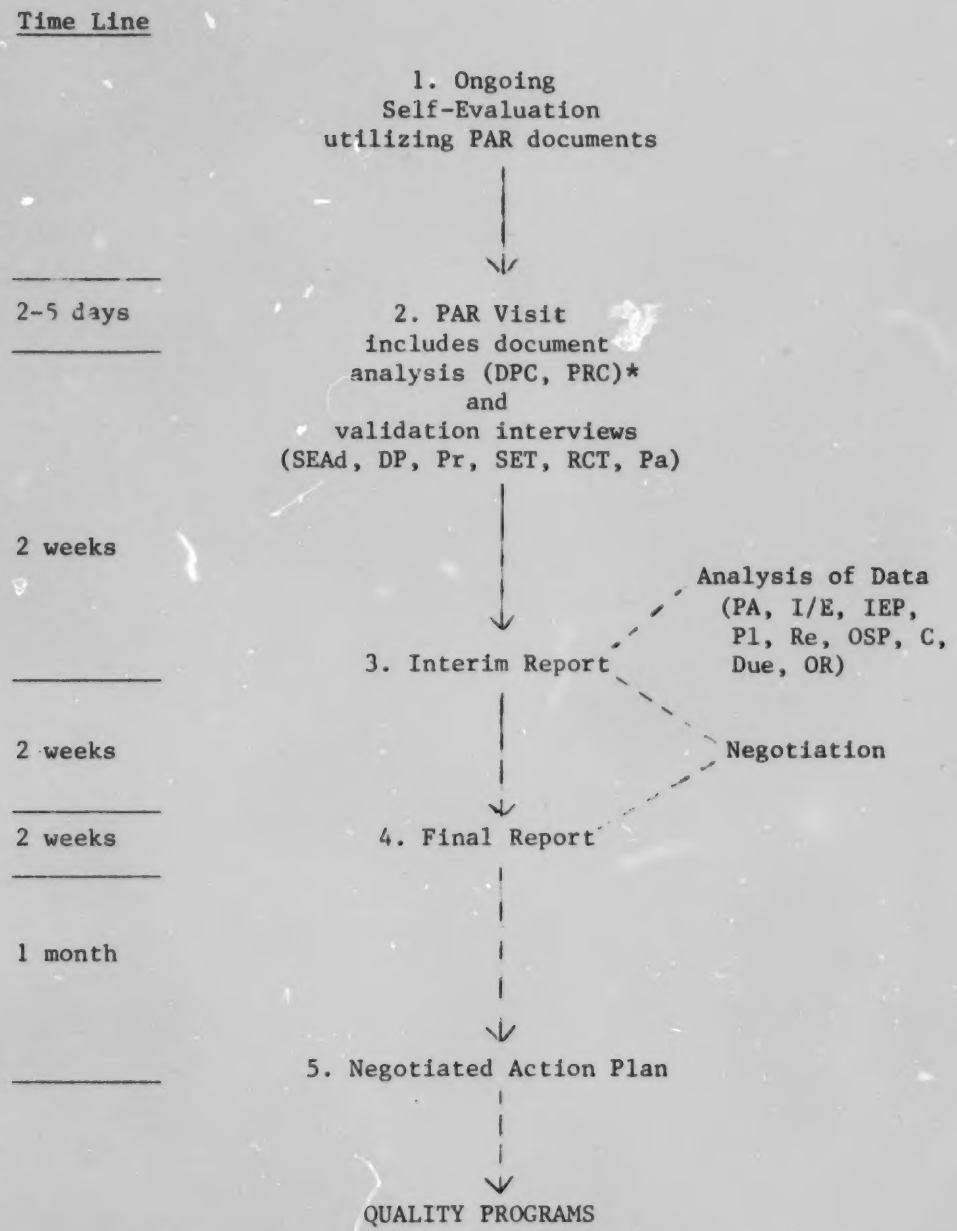
PAR Process Flowchart
Five-Year Cycle



*Initials refer to specific checklists, interview forms, and summaries; e.g., DPC=Disctrict Policy Checklist; SEAd=interview with Special Education Administrator; PA=Public Awareness Summary.

Explanation of the PAR Process

1. Ongoing Self-Evaluation

PAR is designed to enable LEAs/SOPs to perform self-evaluation of procedures in terms of their incorporation into policies (District Policies Checklist, Appendix A) and their dissemination and implementation (Pupil Record Checklist in Appendix A and Structured Interview Forms in Appendix B). Data from this self-evaluation then can be compiled into the PAR Summary Forms (Appendix C). If an LEA/SOP desired the most complete feedback possible from the PAR system regarding compliance of programs, a report could be written regarding the self-evaluation (using the format in Appendix D), and an Action Plan (Appendix E) could be developed to improve programs serving handicapped students before the on-site PAR monitoring visit. It is expected that LEAs/SOPs will perform an annual self-evaluation, even though the on-site PAR monitoring visit will probably occur only once every five years.

2. The PAR Visit

Two weeks before the scheduled visit, the LEA/SOP will be notified regarding the number and types of individuals who will be interviewed along with a schedule regarding when the PAR Team will peruse LEA/SOP policies and student records. The PAR visit will last from two to five days. The following schedule will be followed:

a. Meeting with Superintendent and other LEA/SOP representatives.

b. Logistics: policies, records, schools, and professionals are chosen for analysis and interviews.

c. Document analysis: policies and pupil records are reviewed (using the District Policy Checklist and the Pupil Record Checklist in Appendix A).

d. Validation interviews: structured interviews (using the forms in Appendix B) are conducted with LEA/SOP personnel and parents.

e. State staff reviews data.

f. Exit interview: findings are shared with LEA/SOP personnel.

3. Interim Report

Analysis of Data: State staff then will compile the data and, using the summary forms (Appendix C), will collapse the data into the following categories: public awareness, identification, evaluation, individualized education program, placement, reevaluation, out-of-school placement, confidentiality, due process, and other requirements. This process will be completed within two weeks and will result in the interim report.

The Report: Using the summary data, state staff will write an interim report using the format in Appendix D. This report will be shared with the LEA/SOP for comment.

Negotiation: In the two-week interval following receipt of the information in the interim report, the LEA/SOP will be given the opportunity to interact with the state staff regarding the content of the interim report. This input will be evaluated and will be considered for inclusion when the final report is assembled.

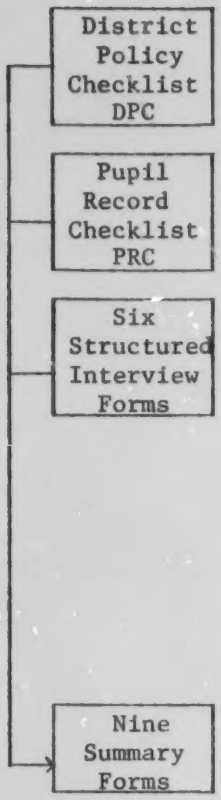
4. Final Report

The state staff will prepare the final report of the PAR visit, using the format in Appendix D. This report will contain recommended strategies for remediation of noncompliance. The Final Report will be sent to the LEA/SOP within two weeks after the closing date of the interim report negotiation phase.

5. Negotiated Action Plan

Within one month after the Final Report is received by the LEA/SOP, an Action Plan (Appendix E) will be negotiated by the LEA/SOP and the state, specifying strategies and timelines, including technical assistance, if needed, for remediation of areas of noncompliance. Follow-up visits will be scheduled as mutually determined by the LEA/SOP and the state.

Rationale for the PAR Forms



Verifies that the LEA/SOP has established the required policies and procedures for special education

Verifies, through review of pupil records, that correct procedures are in place for individual children

Verify, through personal interviews, that LEA/SOP policies and procedures are understood and are implemented

1. SEAd = Special Education Administrator
2. DP = Diagnostic Personnel
3. Pr = Principal
4. SET = Special Education Teacher
5. RCT = Regular Classroom Teacher
6. Pa = Parent

Compile data from the above three information sources according to subject matter.

1. PA = Public Awareness
2. I/E = Identification/Evaluation
3. IEP = Individualized Education Program
4. Pl = Placement
5. Re = Reevaluation
6. OSP = Out-of-School Placement
7. C = Confidentiality
8. Due = Due Process
9. OR = Other Requirements

APPENDIX A

DOCUMENT CHECKLISTS

Code	Title
DPC	District Policy Checklist
PRC	Pupil Record Checklist

Note: Data from these forms are keyed to questions on Summary Forms in Appendix C.

DISTRICT POLICY CHECKLIST

LEA/SOP _____ Date _____

PAR Team Member _____

Note: This checklist and all other PAR forms can be utilized by the LEA/SOP for ongoing self-evaluation. These same forms will be used by the state education agency for monitoring each LEA/SOP and selected schools.

	PUBLIC AWARENESS	Verified	Not Verified
PA-1	1. Review documentation of efforts to create public awareness of special education opportunities. Comments:	___	___
PA-2	2. Verify that there is a public awareness system which includes procedures for locating, identifying, and referring handicapped children who are not in school or who do not have access to a special education program. Comments:	___	___
PA-3	3. Verify that the public awareness system includes a procedure for making an appropriate program available to the handicapped children identified. Comments:	___	___
PA-7	4. Verify that information regarding the rights of handicapped children is in a language and in phrases which will be understandable regardless of ethnic, linguistic, or cultural background. Comments:	___	___

	IDENTIFICATION/EVALUATION	Verified	Not Verified
I/E-1 I/E-9	5. Review the written procedures which were disseminated to school personnel for identifying exceptional children. Comments:	___	___
I/E-2	6. Verify that there is a plan to adhere to the timeline requirement for the free, appropriate, public education for all handicapped children. Comments:	___	___
I/E-11	7. Verify that the identification procedures include academic progress; visual, hearing, communication, behavioral, psychomotor problems; and adaptive behavior. Comments:	___	___
I/E-14	8. Verify that appropriate diagnostic personnel for special education programs are provided. Comments:	___	___
I/E-15	9. Verify that there is a policy ensuring that all psychological evaluations are conducted by appropriately designated, certificated or licensed personnel. Comments:	___	___
I/E-17	10. Verify that there is a policy regarding nonbiased assessment. Comments:	___	___

		Verified	Not Verified
I/E-12	11. Verify that there is a policy regarding child study/evaluation team composition. Comments:	____	____
I/E-19	12. Verify that there is a policy for classifying children. Comments:	____	____
	INDIVIDUALIZED EDUCATION PROGRAM		
IEP-1	13. Verify that there is a policy stressing necessity of having an IEP for each served child. Comments:	____	____
IEP-2	14. Verify that there is a policy regarding the composition of the IEP team. Comments:	____	____
IEP-4	15. Verify that the IEP format includes all required components. Comments:	____	____
IEP-5	16. Verify that the IEP format includes a list of individuals responsible for implementation of the IEP. Comments:	____	____
IEP-7	17. Verify that there is a policy regarding parental participation in IEP process. Comments:	____	____

		Verified	Not Verified
IEP-9	18. Verify that parents or guardians are informed of their rights at the IEP conference. Comments:	___	___
IEP-10	19. Verify that there is assurance of parental understanding of the proceedings of the IEP meeting, including procedures for arrangement of an interpreter for parents who are deaf or whose language is other than English. Comments:	___	___
IEP-11	20. Verify that there is a policy regarding documentation of attempts to arrange with parents a mutually agreed upon time and place for IEP meetings. Comments:	___	___
IEP-13	21. Verify that there are procedures regarding alternative methods to involve parents in IEP development who cannot attend the meetings. Comments:	___	___
IEP-16	22. Verify that there are procedures for development of IEPs which are in compliance with state and federal regulations. Comments:	___	___
	PLACEMENT		
P1-1	23. Verify that a full range of placement options, or access to a full range of options is available. Comments:	___	___

		Verified	Not Verified
P1-12	24. Verify that the district is attempting to provide special education and related services to every handicapped child. Comments:	____	____
	REEVALUATION		
Re-1	25. Verify that review for placement and IEP occurs at least once a year. Comments:	____	____
Re-5	26. Verify that there is a policy for reevaluation for classification at least once every three years. Comments:	____	____
	OUT OF SCHOOL PLACEMENT		
OSP-1	27. Verify that the LEA adheres to the fiscal delivery of service responsibility. Comments:	____	____
OSP-3	28. Verify that procedures are established for involvement of LEA and private school/SOP personnel in the placement, IEP, review of placement, for children placed in private schools or SOPs. Comments:	____	____
	CONFIDENTIALITY		
C-1	29. Verify that there are policies and procedures concerning confidentiality and access to student records. Comments:	____	____

		Verified	Not Verified
C-3	30. Verify that parents of a handicapped child are given an opportunity to examine all records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child. Comments:	____	____
C-4	31. Verify that the confidentiality of information is protected at collection, storage, disclosure, and destruction stages. Comments:	____	____
C-5	32. Verify that one official at the district is responsible for insuring the confidentiality of any personally identifiable information. Comments:	____	____
C-6	33. Verify that parental consent is obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information. Comments:	____	____
C-7	34. Verify a record is kept of parties obtaining access to information collected, maintained, or used (except access by parents and authorized employees of the district), including the name of the party, the date access was given, and the purpose for which the party was authorized to use the information. Comments:	____	____

		Verified	Not Verified
C-8	35. Verify that the district maintains for public inspection a current listing of the names of those employees within the agency who may have access to personally identifiable information. Comments:	____	____
C-9	36. Verify that persons collecting or using personally identifiable information have received training or instruction regarding the state's policies and procedures. Comments:	____	____
C-10	37. Verify that all personally identifiable information collected, maintained, or used is destroyed within five years after the information is no longer needed to provide educational services to the child excepting a permanent record of a student's name, address and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed. Comments:	____	____
C-11	38. Verify that reasonable efforts are made to notify parents that they have the right to a copy of any information which has been collected, maintained, or used before destruction of data. Comments:	____	____

DUE PROCESS

		Verified	Not Verified
Due-1	39. Verify that the procedures concerning due process are established. Comments:	____	____
Due-3	40. Verify that written notice is given to the parents of a handicapped child a reasonable time before the local education agency: (1) proposes to initiate or change the identification, evaluation, or educational placement of the child or the free appropriate public education provided to the child; (2) refuses to initiate or change the identification, evaluation, or educational placement of the child or the free appropriate public education provided to the child. Comments:	____	____
Due-4	41. Verify that the notice sent to parents includes:		
	a. A full explanation of all of the procedural safeguards available to the parents.	____	____
	b. A description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered, and the reasons why those options were rejected.	____	____
	c. A description of each evaluation procedure, test, record, or report the agency uses as a basis for the proposal or refusal.	____	____

			Verified	Not Verified
		d. A description of any other factors which are relevant to the agency's proposal or refusal.	___	___
		Comments:		
Due-5	42.	Verify that the notice is written in language understandable to the general public.	___	___
		Comments:		
Due-7	43.	Verify that the policies and procedures concerning impartial due process hearings have been established and submitted to the Special Education Section.	___	___
		Comments:		
Due-8	44.	If there was a due process hearing, verify that the hearing officer was not:		
		a. an employee of the state or district involved in the education or care of the child;	___	___
		b. a person having a personal or professional interest which would conflict with his/her objectivity in the hearings.	___	___
		Comments:		
Due-9	45.	Verify that during the pendancy of any administrative or judicial proceeding regarding a complaint, unless the district and the parents of the child agreed otherwise, the child remained in his/her present educational placement.	___	___
		Comments:		

		Verified	Not Verified
Due-10	46. Verify that with the consent of the parents, the child was placed in the public school program until the completion of all of the proceedings if the complaint involved an application for initial admission to public school. Comments:	___	___
Due-11	47. Verify that there is a policy related to encouragement of parent involvement in special education. Comments:	___	___
	OTHER REQUIREMENTS		
OR-1	48. Verify that the prevalence percentages for each area of handicapping condition are not violated. Comments:	___	___
OR-2	49. Verify allowable pupil/teacher ratios for provision of special education services. Comments:	___	___
OR-4	50. Verify that personnel employed in teaching of handicapped are properly certified according to conditions outlined in the State Rules and Regulations. Comments:	___	___

		Verified	Not Verified
OR-5	51. Verify that leadership persons for the special education programs are provided:		
	a. Minimum of one full-time equivalent leadership person for 25 teachers, is recommended.	___	___
	b. Leadership persons are appropriately certificated.	___	___
	Comments:		
OR-6	52. Verify that a written system is in place to implement the Comprehensive Personnel Development Plan of the SEA.	___	___
	Comments:		
OR-7	53. Verify that an Annual Program Plan is on file in the district and the State Board of Education office.	___	___
	Comments:		
OR-8	54. Verify that all teachers serving the handicapped keep official rollbooks documenting entrance/exit dates, handicapping condition code and recording of service and attendance as described in Appendix IV of State Rules and Regulations.	___	___
	Comments:		

			Not
OR-9	55. Verify that special education monies are utilized categorically in accordance with eligible reimbursable costs specified in the State Rules and Regulations. Comments:	Verified ____	Verified ____
OR-10	56. Verify that a procedure for correlation of program, financial, and statistical reports is provided. Comments:	____	____

PUPIL RECORD CHECKLIST

PRC

LEA/SOP _____ Dat _____

PAR Team Member _____

N/A = Nct Applicable

Note: This checklist and all other PAR forms can be utilized by the district and school/SOP for ongoing self-evaluation. These same forms will be used by the state education agency for monitoring each LEA/SOP and selected schools.

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
I/E-25	1. Are the identification procedures utilized, the dates and the results documented in the child's placement folder?												
I/E-26	2. Is the primary language of the home and child noted on the pupil record?												
I/E-27 Due-6	3. Is there evidence that all communication is in the primary language of the home?												
I/E-29	4. Was written consent of the parent or guardian obtained prior to the evaluation?												
I/E-15	5. Were all evaluations conducted by appropriately designated, certified or licensed personnel?												

PRC

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
I/E-22	6. Were the following evaluation procedures used for children whose primary language is other than English?												
	a. an evaluator fluent in child's primary language and English												
	b. an interpreter												
	c. test instruments which do not stress spoken language and are valid and reliable performance measures												
I/E-18	7. Which of the following persons were included in the child study/evaluation team conference?												
	a. school principal												
	b. person responsible for conducting special education courses												
	c. child's teacher												
	d. evaluation personnel												
	e. parent or guardian unless there is written indication they did not wish to attend												
	f. child												
I/E-28	8. Is there evidence the parents were notified prior to any conference regarding identification or evaluation?												

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PRC

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
IEP-2	9. Which of the following persons were included in the individualized planning conference?												
	a. representative of the school district												
	b. the child's teacher												
	c. one or both parents												
	d. the child												
IEP-8	10. Is there evidence the parents were notified prior to any IEP conference?												
IEP-9	11. Did the parents indicate, by signature on a form which is in English and the primary language of the home, understanding of the placement, and parental rights?												
IEP-10	12. Is there documentation of actions to insure parental understanding of the proceedings of the IEP meeting?												
IEP-11	13. Is there documentation of attempts to arrange a mutually agreed upon time and place for the IEP meeting?												

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PRC

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
IEP-12	14. Was written indication obtained when the parents did not wish to participate in the IEP meeting?												
IEP-13	15. Is there evidence of alternative methods to involve parents in IEP development when they cannot attend the meetings?												
IEP-1	16. Is a current IEP in place?												
IEP-4 IEP-5	17. Are the following components included in the IEP?												
	a. present level of educational performance												
	b. annual goals												
	c. short term instructional objectives												
	d. educational services to be provided												
	e. related services to be provided												
	f. persons responsible for implementation of IEP												
	g. extent of participation in the regular program												
	h. projected date for initiation and duration of services												
	i. evaluation procedures												

PRC

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
IEP-15	18. Is the IEP correlated to the evaluation results?												
P1-11	19. Was written consent of the parent or guardian obtained prior to initial and/or continued placement?												
Re-1	20. Was there a review of placement and IEP at least once in the last 12 months?												
Re-5	21. Has there been a reevaluation for classification at least once every three years?												
Re-6	22. Was there a formal review prior to continuation or change in special education placement?												
Re-7	23. Was there a complete review of the child's educational status prior to termination of special education program?												
IEP-16	24. Are procedures documented for development of the IEP in compliance with state and federal regulations?												

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APPENDIX B

STRUCTURED INTERVIEW FORMS

Code	Title
SEAd	Special Education Administrator Interview Form
DP	Diagnostic Personnel Interview Form
Pr	Principal Interview Form
SET	Special Education Teacher Interview Form
RCT	Regular Classroom Teacher Interview Form
Pa	Parent Interview Form

Note: Data from these forms are keyed to questions on Summary Forms in Appendix C.

SPECIAL EDUCATION ADMINISTRATOR INTERVIEW FORM

Name_____ Date_____

LEA/SOP_____ PAR Team Member_____

	IDENTIFICATION/EVALUATION
I/E-1	1. What are the identification procedures established by the LEA/SOP?
I/E-3	2. Have the identification procedures been disseminated to the staff? ___Yes ___No
I/E-6	3. How can parents and students request a referral for evaluation?
I/E-10	4. Does your LEA/SOP perform vision and hearing screening? ___Yes ___No If not, who provides it?
I/E-11	5. Do the identification procedures include academic progress, visual, hearing, communication, behavioral, psychomotor problems, and adaptive behavior? ___Yes ___No
I/E-15	6. Are all psychological evaluations conducted by appropriately designated, certified or licensed personnel? ___Yes ___No
I/E-16	7. What process is used in your LEA/SOP for review and approval of educational and psychological evaluations conducted by professionals outside the educational system?

I/E-18	8. Who is responsible for determining eligibility for special education placement?
	INDIVIDUALIZED EDUCATION PROGRAM
IEP-2	9. Do you attend the IEP team meeting? ___Yes ___No How are you involved?
IEP-7	10. What has the LEA/SOP developed to assure that parents are afforded the opportunity to participate in the IEP meeting?
IEP-10	11. What action is taken to insure that the parent understands the proceedings of the meeting?
IEP-11	12. What documentation is maintained of the attempts to arrange a mutually agreed upon time and place for the IEP meeting?
IEP-13	13. What provisions are made to insure parent participation if they cannot attend the IEP meeting?
IEP-6	14. At the IEP team conference, what consideration is given to any potentially harmful effects on the child or on the quality of service which he or she needs as a result of special education placement?
IEP-15	15. How are evaluation results used in developing the child's individual educational program?

PLACEMENT

P1-1 16. What placement options are available for special education students?

a. regular classes_____
b. supplementary services_____
c. special class_____
d. special schools_____
e. home instruction_____
f. hospitals and institutions_____
g. other (list)_____

P1-2 17. Are provisions made for all of the alternative placements identified in the IEPs? ___Yes ___No

P1-3 18. How do you assure that children are educated in the regular classroom unless the severity of the handicap would make it unsatisfactory?

P1-4 19. Are special education students housed in separate school facilities? ___Yes ___No

P1-4 20. Are the special education facilities at least equal to regular education facilities in the LEA/SOP? ___Yes ___No

P1-6 21. Are children educated in the school which they would attend if not handicapped unless otherwise stated in the IEP? ___Yes ___No

P1-8 22. What steps are taken to assure that handicapped children have available to them the variety of programs and services available to nonhandicapped children including art, music, industrial arts, home economics, vocational education, nonacademic, and extra curricular services and activities, etc.?

P1-9 23. Is physical education made available to every handicapped child in your LEA/SOP? ___Yes ___No

P1-10 24. If children are unable to participate in the regular program, are steps taken to insure that physical education provided to the child is comparable to services provided to nonhandicapped children? ___Yes ___No

P1-12	25. Do you know of any classified handicapped children who are not being served? ___Yes ___No
	REEVALUATION
Re-2	26. What procedures are used in your LEA/SOP for review of placement and IEPs?
Re-5	27. How often does reevaluation for classification occur?
Re-7	28. Are evaluations conducted before transfer of a child from a special education program to full-time regular class placement? ___Yes ___No If yes, what types of evaluations?
	OUT OF SCHOOL PLACEMENT
OSP-2	29. Do you have procedures for reviewing the educational progress of students which your LEA contracted for placement in a private school program? ___Yes ___No SOP? ___Yes ___No
OSP-3	30. Are LEA personnel and private school/SOP personnel included in decisions for placement, review of placement and IEP, for children served in private school programs? ___Yes ___No SOP? ___Yes ___No
OSP-4	31. Does your LEA have a process for integration of children served in private school programs? ___Yes ___No SOP? ___Yes ___No
OSP-5	32. Do you have procedures for returning private-school-served/SOP children to the public school program? ___Yes ___No
	CONFIDENTIALITY
C-2	33. Does the LEA/SOP have a policy relating to confidentiality? ___Yes ___No What is it?

DUE PROCESS

Due-2 34. Does the LEA/SOP have a policy relating to due process?
___Yes ___No What is it?

Due-11 35. How does your LEA/SOP encourage parent involvement in the special education program?

OTHER REQUIREMENTS

OR-2 36. What pupil-teacher ratios were established by your LEA/SOP?

OR-10 37. How does your LEA/SOP utilize S-3 report information in managing special education programs?

GENERAL

38. What are the strengths of the special education program in your LEA/SOP?

39. What suggestions do you have for improvement of the special education program?

DIAGNOSTIC PERSONNEL INTERVIEW FORM

Name_____ Date_____

LEA/SOP_____ School(s)_____

PAR Team Member_____

	PUBLIC AWARENESS
PA-4	1. Describe the special education services in your LEA/SOP.
	IDENTIFICATION/EVALUATION
I/E-4	2. Describe the identification procedures established by the LEA/SOP.
I/E-3	3. Did you receive a written copy of the LEA/SOP identification process? ___Yes ___No
I/E-5	4. Describe the LEA referral system.
I/E-7	5. Are you notified regarding the status or progress of your referrals? ___Yes ___No
I/E-8	6. Is the LEA referral system usable? ___Yes ___No If not, what changes would you recommend?
I/E-11	7. Do the identification procedures include academic progress; visual, hearing, communication, behavioral, psychomotor problems; and adaptive behavior? ___Yes ___No

I/E-13
I/E-23

8. Who prepares the evaluation reports and/or interprets them for:

   a. medical findings_____
   b. educational history_____
   c. developmental history_____
   d. adaptive behavior_____
   e. psychological findings (psychometrics)_____

I/E-15

9. Are all psychological evaluations conducted by appropriately designated, certified or licensed personnel?
   ___Yes ___No

I/E-16

10. Describe the LEA/SOP review and approval process for educational and psychological evaluations conducted by professionals outside the educational system.

I/E-24

11. How are you informed of the results of other evaluations conducted on the child?

I/E-21

12. Are procedures modified when testing the aptitude and achievement level of children with impaired sensory, manual, or speaking skills, or cultural differences?
    ___Yes ___No How?

I/E-17

13. Are appropriate assessment materials available to ensure nonbiased assessment? ___Yes ___No

I/E-20

14. Are available tests and other evaluative materials validated and recommended by the producer for the specific purpose for which they are used? (nonbiased assessment procedure) ___Yes ___No

I/E-18

15. How is eligibility for special education placement determined?

I/E-12	16. Are you included in child study/evaluation conferences? ___Yes ___No
	INDIVIDUALIZED EDUCATION PROGRAM
IEP-14 IEP-16	17. What procedures are used in your LEA/SOP for developing IEPs?
IEP-2	18. Are you included in IEP team conferences? ___Yes ___No
IEP-3	19. Did you have an opportunity to express your opinion about the proposed placement? ___Yes ___No
IEP-15	20. How are the evaluation results used in developing the child's individual educational program?
	PLACEMENT
P1-5	21. Are the facilities for diagnostic personnel adequate? ___Yes ___No If not, give recommendations for changes.
P1-7	22. Are adequate support services available for special education students? ___Yes ___No If not, what would you recommend?
P1-12	23. Do you know of any classified handicapped children who are not being served? ___Yes ___No
	REEVALUATION
Re-2	24. What procedures are used in your LEA/SOP for review of placement and IEP?
Re-5	25. How often does reevaluation for classification occur?

CONFIDENTIALITY

C-2

26. What is the LEA/SOP policy relating to confidentiality?

DUE PROCESS

Due-2

27. What is the LEA/SOP policy relating to due process?

GENERAL

28. What are the strengths of the special education program in your LEA/SOP?

29. What suggestions do you have for improvement of the special education program?

PRINCIPAL INTERVIEW FORM

Name _____ Date _____

LEA/SOP _____

School _____ PAR Team Member _____

	PUBLIC AWARENESS
PA-4	1. What special education services are available in your LEA/SOP?
	IDENTIFICATION/EVALUATION
I/E-4 I/E-9	2. What procedures are used in your school and LEA/SOP to identify exceptional children?
I/E-3	3. Did you receive a written copy of the LEA/SOP identification process? ___ Yes ___ No
I/E-5	4. What referral system is used in your LEA?
I/E-6	5. How can parents and students request a referral for evaluation?
I/E-7	6. Are you notified regarding the status or progress of your referrals? ___ Yes ___ No

I/E-8	7. Is the LEA referral system usable? ___ Yes ___ No If not, what changes would you recommend?
I/E-24	8. How are you informed of the results of various diagnostic evaluations for handicapped children?
I/E-12	9. Are you included in child study/evaluation team conferences? ___ Yes ___ No
	INDIVIDUALIZED EDUCATION PROGRAM
IEP-14 IEP-16	10. What procedures are used in your LEA/SOP for developing IEPs?
IEP-2	11. Who usually serves on the IEP team?
IEP-2	12. Who is the designated LEA representative on your IEP team?
IEP-2	13. Are you involved in IEP team conferences? ___ Yes ___ No
IEP-3	14. Do you have a chance to express your opinion about the proposed placement? ___ Yes ___ No
IEP-15	15. How are the evaluation results used in developing the child's education program?

	PLACEMENT
P1-7	16. Are adequate support services available for special education students? ___ Yes ___ No If not, what would you recommend?
P1-4	17. Are special education students housed in separate school facilities? ___ Yes ___ No
P1-4	18. Are the special education facilities at least equal to the regular education classrooms in the district? ___ Yes ___ No
P1-5	19. Are the special education facilities for staff and students adequate with regard to: a. space _____ b. ventilation _____ c. lighting _____ d. acoustics _____ e. appearance _____ f. maintenance _____ g. accessibility _____ h. lack of distractions _____ i. individual/group instruction space _____ j. electrical outlets _____ k. desks/chairs _____ If no, what changes would you recommend?
P1-6	20. Are special education children educated in the school which they would attend if not handicapped unless otherwise stated in the IEP? ___ Yes ___ No
P1-12	21. Do you know of any classified handicapped children who are not being served? ___ Yes ___ No
	REEVALUATION
Re-2	22. What procedures are used in your LEA/SOP to review placement and IEPs of handicapped students?

Re-3	23. Do you participate in the review of placement and IEP process? ___ Yes ___ No
Re-4	24. How do you determine the academic and behavioral progress of special education students for the annual review of the IEP and placement?
	CONFIDENTIALITY
C-2	25. What is the LEA/SOP policy relating to confidentiality?
	DUE PROCESS
Due-2	26. What is the LEA/SOP policy relating to due process?
Due-11	27. How does your LEA/SOP encourage parent involvement in the special education program?
	GENERAL
	28. What are the strengths of the special education program in your LEA/SOP?
	29. What suggestions do you have for improvement of the special education program?

SPECIAL EDUCATION TEACHER INTERVIEW FORM

Name _____ Date _____

LEA/SOP _____ School(s) _____

Categories _____ PAR Team Member _____

	PUBLIC AWARENESS
PA-4	1. What special education services are available in your LEA/SOP?
PA-6	2. Do you feel that the community in general is aware of the special education programs in the LEA/SOP? ___ Yes ___ No
	IDENTIFICATION/EVALUATION
I/E-4	3. What are the identification procedures established by the LEA/SOP?
I/E-3	4. Did you receive a written copy of the LEA/SOP identification process? ___ Yes ___ No
I/E-7	5. Are you notified regarding the status or progress of your referrals? ___ Yes ___ No
I/E-8	6. Is the LEA/SOP referral system usable? ___ Yes ___ No If not, what changes would you recommend?
I/E-11	7. Do the identification procedures include academic progress; visual, hearing, communication, behavioral, psychomotor problems; and adaptive behavior? ___Yes ___No

I/E-13 I/E-23	8. Who prepares the evaluation reports and/or interprets them for: a. medical findings _____ b. educational history _____ c. developmental history _____ d. adaptive behavior _____ e. psychological findings (psychometrics) _____
I/E-21	9. Are procedures modified when testing the aptitude and achievement level of children with impaired sensory, manual, or speaking skills, or cultural differences? ___ Yes ___ No How?
I/E-17	10. Are appropriate assessment materials available to ensure nonbiased assessment? ___ Yes ___ No
I/E-20	11. Are tests and other evaluative materials validated and recommended by the producer for the specific purpose for which they are used? ___ Yes ___ No
I/E-24	12. How are you informed of the results of various diagnostic evaluations for handicapped children?
I/E-18	13. How is eligibility for special education placement determined?
I/E-12	14. Are you included in child find/evaluation team conferences for children considered for special education placement? ___ Yes ___ No

	INDIVIDUALIZED EDUCATION PROGRAM
IEP-14 IEP-16	15. What procedures are used in your LEA/SOP for developing individualized education programs?
IEP-2	16. Do you attend the IEP team meeting? ___ Yes ___ No How are you involved?
IEP-3	17. Do you have an opportunity to express your opinion about the placement and IEP? ___ Yes ___ No
IEP-7	18. What has the LEA/SOP developed to assure that the scheduling of the IEP meeting is at a mutually agreed upon time and place for parents and school personnel?
IEP-15	19. How are the diagnostic evaluation results used in developing the child's individualized education program?
IEP-1	20. How soon after parents give approval for placement are children enrolled in special education programs?
	PLACEMENT
P1-7	21. In your opinion are adequate support services available for special education students? ___ Yes ___ No If not, what would you recommend?

P1-8	22. Are handicapped children allowed to participate in programs and services available to nonhandicapped children including art, music, industrial arts, home economics, vocational education and nonacademic and extracurricular services and activities? ___ Yes ___ No If not, what would you recommend?
P1-9	23. Is physical education made available to every handicapped child in your LEA/SOP? ___ Yes ___ No
P1-10	24. If children are unable to participate in the regular program, are steps taken to insure that physical education provided to the child is comparable to services provided for nonhandicapped children? ___ Yes ___ No
P1-4	25. Are any special education students housed in separate school facilities? ___ Yes ___ No
P1-4	26. Are the special education facilities at least equal to the regular education classes in the district? ___ Yes ___ No
P1-5	27. Are the special education facilities adequate with regard to: space _____ ventilation _____ lighting _____ acoustics _____ appearance _____ maintenance _____ accessibility _____ lack of distractions _____ individual/group instructional space _____ electrical outlets _____ desks/chairs _____ appropriate areas for diagnostic activities _____ If no, give recommendations for changes.

P1-12	28. Do you know of any classified handicapped children who are not being served? ___Yes ___No
	REEVALUATION
Re-2	29. What procedures are used in your district for review of placement and IEP?
Re-3	30. Are you consulted in the review of placement and IEP process for your students? ___Yes ___No
Re-4	31. How do you determine the academic and behavioral progress of special education students for the annual review of the IEP and placement?
Re-5	32. How often does reevaluation for classification occur?
Re-7	33. Are you involved in review of placement before termination of special education programs and services? ___Yes ___No
	CONFIDENTIALITY
C-2	34. What is the LEA/SOP policy relating to confidentiality?
	DUE PROCESS
Due-2	35. What is the LEA/SOP policy relating to due process?
Due-11	36. How does your LEA/SOP encourage parent involvement?

	OTHER REQUIREMENTS
OR-3	37. What is your pupil-teacher ratio?
	GENERAL
	38. What are the strengths of the special education program in your LEA/SOP?
	39. What suggestions do you have for improvement of the special education program?

REGULAR CLASSROOM TEACHER INTERVIEW FORM

Name _____ Date _____

LEA _____ PAR Team Member _____

Number of Handicapped Students _____ Types of Handicapping Conditions _____

	PUBLIC AWARENESS
PA-4	1. Describe the special education services in your LEA.
PA-6	2. Do you feel that the community in general is aware of the special education program in the LEA? ___ Yes ___ No If not, what would you recommend?
	IDENTIFICATION/EVALUATION
I/E-4	3. Describe the identification procedures established by the LEA.
I/E-3	4. Did you receive a copy of the LEA identification process? ___ Yes ___ No
I/E-5	5. Describe the LEA system of referral for evaluation for possible placement in special education.

I/E-7	6. Are you notified regarding the status or progress of your referrals? ___ Yes ___ No
I/E-8	7. Is the LEA referral system usable? ___ Yes ___ No If not, what changes would you recommend?
I/E-24	8. How are you informed of the results of various diagnostic evaluations for handicapped children?
I/E-12	9. Are you included in child study/evaluation team conferences for children considered for special education placement? ___ Yes ___ No
	INDIVIDUALIZED EDUCATION PROGRAM
IEP-14 IEP-16	10. What procedures are used in the LEA for developing education programs for the handicapped?
IEP-2	11. Are you involved in IEP development? ___ Yes ___ No
IEP-3	12. Do you have a chance to express your opinion about the proposed placement? ___ Yes ___ No
IEP-15	13. How are the evaluation results used in developing the child's education program?
IEP-1	14. How soon after parents give approval are children enrolled in special education programs?

	PLACEMENT
P1-7	15. Are adequate support services (such as counseling, occupational therapy, medical, audiological services, etc.) available for special education students? ___ Yes ___ No If not, what would you recommend?
P1-8	16. Are handicapped children allowed to participate in programs and services available to nonhandicapped children including art, music, industrial arts, home economics, and vocational education, and nonacademic and extracurricular services and activities? ___ Yes ___ No If not, what do you recommend?
P1-9	17. Is physical education made available to every handicapped child in your class? ___ Yes ___ No
P1-4	18. Are special education facilities equivalent to the regular education classes in the district? ___ Yes ___ No If not, what changes would you recommend?
P1-12	19. Do you know of any classified handicapped children who are not being served? ___ Yes ___ No
	REEVALUATION
Re-2	20. What procedures are used in your district for review of placement and IEPs?
Re-3	21. Are you consulted in the review of placement and IEP process for special education students participating in your classroom? ___ Yes ___ No

Re-4	22. How do you determine the academic and behavioral progress of special education students for the annual review of the IEP and placement?
Re-7	23. Are you involved in review of placements before termination of special education programs and services? ___ Yes ___ No
	CONFIDENTIALITY
C-2	24. What is the LEA policy relating to confidentiality?
	DUE PROCESS
Due-2	25. What is the LEA policy relating to due process?
	GENERAL
	26. What are the strengths of the special education program in your LEA?
	27. What suggestions do you have for improvement of the special education program?

PARENT INTERVIEW FORM

Parent's Name _____ Date _____

LEA/SOP _____ PAR Team Member _____

	PUBLIC AWARENESS
PA-5	1. What are the special education opportunities in your LEA/SOP?
PA-6	2. Do you feel that the community in general is aware of the special education program in the LEA/SOP? ___ Yes ___ No
	IDENTIFICATION/EVALUATION
I/E-6	3. How did you or how can other parents request a referral for evaluation of their child?
I/E-7	4. Are you notified regarding the status or progress of your referral? ___ Yes ___ No
I/E-29	5. Did you give written permission for your child to be tested? ___ Yes ___ No
I/E-24	6. How were you informed of the results of the special education evaluation? ___ phone ___ meeting at school ___ letter ___ school personnel visiting home ___ child study/evaluation team conference ___ other _____

IEP-2	7. Were you asked to attend the Individualized Education Program (IEP) conference held at the school when they were considering special education for your child? ___ Yes ___ No How were you involved?
IEP-3	8. Did you have a chance to express your opinion about the placement and IEP? ___ Yes ___ No
IEP-8	9. Did you receive a written notice before your child's IEP conference? ___ Yes ___ No
IEP-9	10. Were you informed of your rights as a parent at the placement and IEP conference? ___ Yes ___ No
IEP-15	11. How were the evaluation results used in developing your child's Individualized Education Program?
	PLACEMENT
P1-11	12. Did you give written permission for your child's placement? ___ Yes ___ No
P1-8	13. Is your child allowed to participate in programs and services available to nonhandicapped children including art, music, industrial arts, home economics, vocational education, and nonacademic and extracurricular services and activities? ___ Yes ___ No If not, what would you recommend?
P1-9	14. Is physical education made available to your child? ___ Yes ___ No
P1-10	15. If your child is unable to participate in the regular program, are steps taken to insure that physical education provided to him/her is comparable to services provided to nonhandicapped children? ___ Yes ___ No

P1-12	16. Do you know of any classified handicapped children who are not being served? ___ Yes ___ No
	REEVALUATION
Re-2	17. What procedures are used to review the placement and IEP for your child?
Re-3	18. Were you consulted in the review of placement and IEP for your child? ___ Yes ___ No
Re-4	19. How do you determine the academic and behavioral progress of your child who is receiving special education services for the annual review of the IEP and placement?
	CONFIDENTIALITY
C-2	20. What is the LEA/SOP policy relating to confidentiality?
	DUE PROCESS
Due-2	21. What is the policy relating to due process?
Due-11	22. How does your LEA/SOP encourage parent involvement in the special education program?

Due-11 Due-6	23. Were you consulted regarding what language would be used in your interaction with the district? ___ Yes ___ No Were allowances made? ___ Yes ___ No
	GENERAL
	24. What are the strengths of the special education program in your district?
	25. What suggestions do you have for improvement of the special education program?

APPENDIX C

SUMMARY FORMS

Code	
PA	Public Awareness
I/E	Identification/Evaluation
Pl	Placement
Re	Reevaluation
OSP	Out-of-School Placement
C	Confidentiality
Due	Due Process
OR	Other Requirements

Note: Questions are keyed back to appropriate Document Checklists (Appendix A) and Structured Interviews (Appendix B).

PUBLIC AWARENESS SUMMARY

PA

		Yes	No
DPC-1	1. Does the LEA/SOP have documentation/examples of its efforts to create public awareness of special education opportunities? Comments:		
DPC-2	2. Is the LEA/SOP's Child Find system formalized? Comments:		
DPC-3	3. Does the LEA/SOP have procedures for making an appropriate program available to all handicapped children? Comments:		
DP-1 Pr-1 SET-1 RCT-1	4. Are staff members aware of the special education services within their LEA/SOP? Comments:		
Pa-1	5. Are parents aware of special education services within their LEA/SOP? Comments:		

		Yes	No
SET-2 RCT-2 Pa-2	6. According to the teachers and parents, is the community, in general, aware of special education services? Comments:		
DPC-4	7. Is the information regarding the rights of handicapped children made available in a language and in phrases which will be understandable regardless of ethnic, linguistic, or cultural background? Comments:		

IDENTIFICATION/EVALUATION SUMMARY

I/E

		Yes	No
DPC-5 SEAd-1	1. Has the LEA/SOP established written procedures for identifying exceptional children who require special education? Comments:		
DPC-6	2. Has the LEA/SOP established a plan to adhere to the timeline requirement for the free, appropriate, public education of all handicapped children? Comments:		
SEAd-2 DP-3 Pr-3 SET-4 RCT-4	3. Has the LEA/SOP policy been disseminated to staff? Comments:		
DP-2 Pr-2 SET-3 RCT-3	4. Are staff members aware of the identification procedures established by the LEA/SOP? Comments:		
DP-4 Pr-4 RCT-5	5. Are staff members aware of the LEA/SOP referral system? Comments:		

		Yes	No
SEAd-3 Pr-5 Pa-3	6. May parents, guardians, and students request a referral for evaluation? Comments:		
DP-5 Pr-6 SET-5 RCT-6 Pa-4	7. Have the persons making the referral been notified regarding the status or progress of the referral? Comments:		
DP-6 Pr-7 SET-6 RCT-7	8. Do staff members find the LEA/SOP referral system usable? Comments: (list alternative services identified)		
DPC-5 Pr-2	9. Are the names of children with a possible handicap submitted to the administrator for referral for evaluation or other appropriate services? Comments:		

		Yes	No
SEAd-4	10. Are vision and hearing screening activities conducted? Comments:		
DPC-7 SEAd-5 DP-7 SET-7	11. Do the identification procedures include academic progress; visual, hearing, communication, behavioral, psychomotor problems; and adaptive behavior? Comments:		
DPC-11 DP-16 Pr-9 SET-14 RCT-9	12. Is the Child Study/Evaluation Team composition outlined? Comments:		
DP-8 SET-8	13. According to staff, are all required evaluation components conducted during the evaluation process? Comments:		
DPC-8	14. Does the LEA/SOP provide appropriate diagnostic personnel for special education programs? Comments:		

		Yes	No
DPC-9 PRC-5 SEAd-6 DP-9	15. Are all psychological evaluations conducted by appropriately certified or licensed personnel? Comments:		
SEAd-7 DP-10	16. Do appropriate LEA/SOP diagnostic personnel review and approve or supplement evaluations conducted by professionals outside the educational system? Comments:		
DPC-10 DP-13 SET-10	17. Does the LEA/SOP ensure nonbiased assessment of children? Comments:		
PRC-7 SEAd-8 DP-15 SET-13	18. Is eligibility for special education placement determined among those persons involved in the child study/evaluation team conference? Comments:		
DPC-12	19. Is each child appropriately classified? Comments:		

		Yes	No
DP-14 SET-11	20. Have tests and other evaluation materials been validated for the specific purpose for which they are used and are they recommended by their producer for that purpose? Comments:		
DP-12 SET-9	21. In test selection and administration, if a test is administered to a child with impaired sensory, manual, or speaking skills, do the test results accurately reflect the child's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure)? Comments:		
PRC-6	22. Are appropriate evaluation procedures followed for children whose primary language is other than English? Comments:		
DP-8 SET-8	23. Has an adaptive behavior assessment been conducted and documented? Comments:		

		Yes	No
DP-11 Pr-8 SET-12 RCT-8 Pa-6	24. Are appropriate personnel informed of the results of the evaluation? Comments:		
PRC-1	25. Is the documentation of the identification procedures utilized and the date(s) and the results of these procedures maintained in the child's placement folder? Comments:		
PRC-2	26. Is the primary language of the home and the child determined and noted on the pupil record? Comments:		
PRC-3	27. Is all communication in the primary language of the home if other than English? Comments:		
PRC-8	28. Is there evidence that parents are notified prior to any conferences regarding identification evaluation? Comments:		

		Yes	No
PRC-4 Pa-5	29. Is written consent of the parent or guardian obtained prior to the evaluation? Comments:		

INDIVIDUALIZED EDUCATION PROGRAM SUMMARY

IEP

		Yes	No
DPC-13 PRC-16 SET-20 RCT-14	1. Is an individualized education program developed for every handicapped child as soon as practicable? Comments:		
DPC-14 PRC-9 SEAd-9 DP-18 Pr-11, 12, 13 SET-16 RCT-11 Pa-7	2. Does the individualized planning conference include a representative of the LEA, the child's teacher(s), one or both parents, where appropriate, the child, and others as needed? Comments:		
DP-19 Pr-14 SET-17 RCT-12 Pa-8	3. Are persons attending IEP conferences given an opportunity to express their opinion concerning the proposed placement? Comments:		
DPC-15 PRC-17	4. Are all required components included in the individualized education program? Comments:		
DPC-16 PRC-17	5. Does the IEP include a list of the individuals who are responsible for implementation of the individualized education program? Comments:		

		Yes	No
SEAd-14	6. In selecting the least restrictive environment, is consideration given to any potentially harmful effect on the child or on the quality of services which he/she needs? Comments:		
DPC-17 SEAd-10 SET-18	7. Has the LEA/SOP taken steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate in the IEP meeting (including scheduling the meeting at a mutually agreed upon time and place)? Comments:		
PRC-10 Pa-9	8. Is written notice sent to the home prior to any IEP conference? Comments:		
DPC-18 PRC-11 Pa-10	9. Are parents or guardians informed of their rights at the IEP conference? Comments:		

		Yes	No
DPC-19 PRC-12 SEAd-11	10. Has the LEA/SOP taken whatever action is necessary to insure that the parent understands the proceedings at an IEP meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English? Comments:		
DPC-20 PRC-13 SEAd-12	11. If the LEA/SOP is unable to convince the parents that they should attend the meeting, does the district have a record of its attempts to arrange a mutually agreed upon time and place? Comments:		
PRC-14	12. Has written indication from the parents been obtained when they do not wish to participate in the IEP conference? Comments:		
DPC-21 PRC-15 SEAd-13	13. If neither parent can attend the meeting, has the district used other methods to insure parent participation, including individual or conference telephone calls? Comments:		

		Yes	No
DP-17 Pr-10 SET-20 RCT-10	14. Are staff members aware of procedures for developing IEPs? Comments:		
PRC-18 SEAd-15 DP-20 Pr-15 SET-19 RCT-13 Pa-11	15. Are IEPs correlated to evaluation results? Comments:		
DPC-22 PRC-24 DP-17 Pr-10 SET-15 RCT-10	16. Are LEA/SOP procedures for development of IEPs in compliance with state and federal regulations? Comments:		

PLACEMENT SUMMARY

P1

		Yes	No
DPC-23 SEAd-16	1. Does LEA/SOP have a full range of placement options, or access to a full range of options? Comments:		
SEAd-17	2. To the extent necessary to implement an individualized education program for each handicapped child, has the LEA/SOP made provisions for all of the various alternative placements? Comments:		
SEAd-18	3. Are handicapped children educated in the regular class unless the nature or severity of the handicap is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily? Comments:		
SEAd-19, 20 Pr-17, 18 SET-25, 26 RCT-18	4. If special education students are housed separately from regular school facilities, are these facilities at least equal to the regular education classes in the district? Comments:		
DP-21 Pr-19 SET-27	5. Are all district facilities for staff and students adequate for providing services to the special education student? Comments:		

		Yes	No
SEAd-21 Pr-20	6. Unless a handicapped child's individualized education program requires some other arrangement, is the child educated in the school which he/she would attend if not handicapped? Comments:		
DP-22 Pr-16 SET-21 RCT-15	7. Are adequate support services available for special education students participating in regular classrooms? Comments: (list available services)		
SEAd-22 SET-22 RCT-16 Pa-13	8. Is the LEA/SOP taking steps to insure that handicapped children have available to them the variety of programs and services available to nonhandicapped children including art, music, industrial arts, home economics, vocational education, nonacademic, and extracurricular services and activities? Comments:		
SEAd-23 SET-23 RCT-17 Pa-14	9. Is physical education made available to every handicapped child receiving a free appropriate public education? Comments:		

		Yes	No
SEAd-24 SET-24 Pa-15	10. Has the LEA/SOP responsible for the education of a handicapped child who is enrolled in a separate facility, or who is unable to participate in the regular physical education program, taken steps to insure the physical education provided to the child is comparable to services provided to nonhandicapped children? Comments:		
PRC-19 Pa-12	11. Is there written parental approval for all children who are placed or continued in a special education program? Comments:		
DPC-24 SEAd-25 DP-23 Pr-21 SET-28 RCT-19 Pa-16	12. Are all classified handicapped children being served? Comments:		

REEVALUATION SUMMARY

Re

		Yes	No
DPC-25 PRC-20	1. Are the placement and IEP of each special education child reviewed at least once every year? Comments:		
SEAd-26 DP-24 Pr-22 SET-29 RCT-20 Pa-17	2. Are staff members and parents aware of district review of placement procedures? Comments:		
Pr-23 SET-30 RCT-21 Pa-18	3. Are staff members and parents who are involved with the student consulted in the review of placement process? Comments:		
Pr-24 SET-31 RCT-22 Pa-19	4. Are academic and behavioral progress of handicapped children considered in the annual review of the IEP and placement? Comments:		
DPC-26 PRC-21 SEAd-27 DP-25 SET-32	5. Is an evaluation for classification conducted every three years or more frequently if conditions warrant or at the request of teachers or parents? Comments:		

		Yes	No
PRC-22	6. Is there a formal review prior to continuation or change in special education placement? Comments:		
PRC-23 SEAd-28 SET-33 RCT-23	7. Is there a complete review of a child's educational status prior to termination of special education programs and services?		

OUT-OF-SCHOOL PLACEMENT SUMMARY

OSP

		Yes	No
DPC-27	1. When a private school/SOP is recommended for a child's placement, does the LEA adhere to the fiscal delivery of services responsibility? Comments:		
SEAd-29	2. Has the LEA established procedures for reviewing the educational progress of students attending the private school program or SOP? Comments:		
DPC-28 SEAd-30	3. Does the LEA have a procedure for including private school or SOP personnel in the placement, IEP, and review of placement meetings? Comments:		
SEAd-31	4. Does the LEA of a child in a private school or SOP program integrate the student into the public school as soon as possible? Comments:		
SEAd-32	5. Have procedures been established for returning students in private school/SOP programs to the public school program? Comments:		

CONFIDENTIALITY SUMMARY

C

		Yes	No
DPC-29	1. Has the LEA/SOP established policies and procedures concerning confidentiality and access to student records? Comments:		
SEAd-33 DP-26 Pr-25 SET-34 RCT-24 Pa-20	2. Has the LEA/SOP disseminated a policy relating to confidentiality? Comments:		
DPC-30	3. Are the parents of a handicapped child afforded an opportunity to examine all records with respect to the identification, evaluation, and educational placement of the child and the provision of a free, appropriate public education to the child? Comments:		
DPC-31	4. Does the LEA/SOP protect the confidentiality of information at collection, storage, disclosure, and destruction stages? Comments:		

		Yes	No
DPC-32	5. Does one official at each LEA/SOP assume responsibility for insuring the confidentiality of any personally identifiable information? Comments:		
DPC-33	6. Is parental consent obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information? Comments:		
DPC-34	7. Does the LEA/SOP keep a record of parties obtaining access to information collected, maintained, or used (except access by parents and authorized employees of the district) including the name of the party, the date access was given, and the purpose for which the party is authorized to use the information? Comments:		
DPC-35	8. Does the LEA/SOP maintain for public inspection, a current listing of the names of those employees within the district who may have access to personally identifiable information? Comments:		

		Yes	No
DPC-36	9. Have persons collecting or using personally identifiable information received training or instruction regarding the district's policies and procedures? Comments:		
DPC-37	10. Is all personally identifiable information collected, maintained, or used destroyed within five years after the information is no longer needed to provide educational services to the child excepting a permanent record of a student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed? Comments:		
DPC-38	11. Before destruction of data, have reasonable efforts been made to notify parents that they have the right to a copy of any information which has been collected, maintained, or used? Comments:		

DUE PROCESS SUMMARY

Due

		Yes	No
DPC-39	1. Has the LEA/SOP established due process policies and procedures? Comments:		
SEAd-34 DP-27 Pa-26 SET-35 RCT-25 Pa-21	2. Has the LEA/SOP disseminated a policy relating to Due Process? Comments:		
DPC-40	3. Has written notice been given to the parents of a handicapped child a reasonable time before the district (1) proposes to initiate or change the identification, evaluation, or educational placement of the child or the free, appropriate public education provided to the child; (2) refuses to initiate or change the identification, evaluation, or educational placement of the child or the free, appropriate public education provided to the child? Comments:		
DPC-41	4. Does the notice sent to parents include: a. A full explanation of all of the procedural safeguards available to the parents? b. A description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered and the reasons why those options were rejected?		

		Yes	No
	4. (continued) c. A description of each evaluation procedure, test, record, or report the agency used as a basis for the proposal or refusal? d. A description of any other factors which are relevant to the agency's proposal or refusal? Comments: (identify missing components)		
DPC-42	5. Is the notice written in language understandable to the general public? Comments:		
PRC-3 Pa-23	6. Is all communication in the primary language of the home if other than English? Comments:		
DPC-43	7. Has the LEA established policies and procedures concerning impartial due process hearings? Comments:		

Due

		Yes	No
DPC-44	8. If a hearing has been conducted by the district, was the hearing officer: a. Not an employee of the state or local education agency which is involved in the education or care of the child? b. Not a person having a personal or professional interest which would conflict with his/her objectivity in the hearing? Comments:		
DPC-45	9. During the pendancy of any administrative or judicial proceeding regarding a complaint, unless the LEA/SOP and the parents of the child agree otherwise, has the child remained in his/her present educational placement? Comments:		
DPC-46	10. If the complaint involves an application for initial admission to public school, with the consent of the parents, has the child been placed in the public school program until the completion of all of the proceedings? Comments:		
DPC-47 SEAd-35 Pr-27 SET-36 Pa-22, 23	11. Does the LEA/SOP encourage parent involvement (including making allowances for language differences)? Comments:		

OTHER REQUIREMENTS SUMMARY

OR

		Yes	No
DPC-48	1. Does the LEA abide by the prevalence percentages for each handicapping condition? Comments:		
DPC-49 SEAd-36	2. Does the LEA/SOP have a policy with regard to allowable pupil-teacher ratios for provision of special education services? Comments:		
SET-37	3. Is the LEA/SOP pupil-teacher ratio being implemented? Comments:		
DPC-50	4. Do all personnel providing special education programs or services hold certification or other endorsement appropriate to present assignments established by the State Board of Education? Comments:		

		Yes	No
DPC-51	5. Does the LEA/SOP provide leadership persons for the special education programs: a. A minimum of one full-time equivalent leadership person for 25 teachers is recommended. b. Leadership persons are appropriately certificated. Comments:		
DPC-52	6. Does the LEA/SOP have in writing a system to implement the comprehensive Personnel Development Plan of the SEA? Comments:		
DPC-53	7. Does the LEA/SOP have an Annual Program Plan on file in the district and the State Board of Education office? Comments:		
DPC-54	8. Do all teachers serving the handicapped keep official rollbooks documenting entrance/exit dates, handicapping condition code and recording of service and attendance? Comments:		

		Yes	No
DPC-55	9. Does the LEA utilize special education monies categorically in accordance with eligible reimbursable costs? Comments:		
DPC-56 SEAd-37	10. Does the LEA/SOP provide a procedure for correlation of program, financial and statistical reports (S-3)? Comments:		

APPENDIX D

FINAL/INTERIM REPORT

PROGRAM ADMINISTRATIVE REVIEW (PAR)

REPORT

___Interim
___Final

LEA/SOP_____

The special education program at _____LEA/SOP was monitored on _____, _____. The purpose of this visit was to determine compliance with state and federal laws relating to special education and to offer suggestions for program improvement.

The following activities were reported on during the ___-day visit:

The following persons served as monitors during the ___-day visit:

I. PROGRAM DESCRIPTION

A. Available Services

_____ LEA/SOP, _____, _____Enrollment

	Resource	Self-Contained	Total	% of (District)
Educable Mentally Retarded				
Trainable Mentally Retarded				
Learning Disabled				
Behaviorally Handicapped				
Deaf				
Hard of Hearing				
Speech and Hearing Handicapped				
Motor Handicapped				
Visually Impaired				
Severely Multiply Handicapped				
Handicapped Homebound				

Total Handicapped _____

Percentage of School Population _____

B. Staff Certification

C. LEA/SOP Procedures for Identification and Placement

The following procedures were described by the Special Education Administrator:

Public Awareness:

Identification:

Referral:

Evaluation:

Placement:

Review of Placement:

II. STRENGTHS

The PAR team noted many strengths. The following are strengths listed as outstanding for this district:

III. SUGGESTIONS FOR PROGRAM IMPROVEMENT

The following information was based upon staff interviews and observations of monitors. The LEA/SOP is not required to implement these suggestions, but is encouraged to carefully review them and determine which are appropriate to identified needs. This section *does not* include information concerning compliance with state and federal regulations.

IV. PERSONNEL DEVELOPMENT NEEDS

The following suggestions for inservice training were based upon questionnaires filled out by special education teachers, administrators, and support staff in your LEA/SOP.

Inservice in the following areas:

V. COMPLIANCE WITH STATE AND FEDERAL REGULATIONS

The PAR monitoring process includes a determination of LEA/SOP compliance with state and federal special education regulations. This is accomplished through an analysis of policies, a review of pupil records, and interviews with staff and parents in your LEA/SOP. The following table lists noncompliance findings, references the state or federal regulations, and gives recommended action. Your LEA/SOP is required to negotiate an Action Plan describing corrective action to be taken for each finding listed within 30 days of the receipt of the final report.

FINDING	REGULATION	RECOMMENDED ACTION
1.		
2.		
3.		
4.		
5.		

APPENDIX E

NEGOTIATED ACTION PLAN

NEGOTIATED ACTION PLAN

LEA/SOP _____

LEA/SOP Contact Person _____

State Contact Person _____

If Action Plan calls for technical assistance, fill out attached form.

Noncompliance Item	Remediation Strategy	Timeline

TECHNICAL ASSISTANCE STRATEGY

LEA/SOP _____ Date _____

LEA/SOP Contact Person _____

State Contact Person _____

List technical assistance needed in order to implement suggestions given in your PAR Final Report. This form is to be attached to your Action Plan.

Technical Assistance Need (Relate to noncompliance item)	Possible Dates	Source of Assistance		
		USBE	LEA Staff	Other - Specify

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